

**NC Office of School Readiness
More at Four Pre-Kindergarten Program
ECERS-R Assessment Procedures
Scheduling Assessments and Reporting Results**

1. Selecting Classrooms

The More at Four State Office notifies the NC Rated License Assessment Project (NCRLAP) of More at Four classrooms that need ECERS-R assessments. More at Four classrooms in operation for two or more years that have not had an ECERS-R evaluation completed will be the priority.

2. Assessment Categories

- a. **“More at Four Only Assessment”** - An assessment that is requested by the More at Four State Program and conducted in classrooms located in:
- 1) unlicensed public school pre-k programs
 - 2) 3-star licensed private child care centers and public school pre-k programs
 - 3) 4-star licensed private child care centers and public school pre-k programs that did not have an ECERS-R completed as part of the rated license assessment process, and
 - 4) private child care and public school pre-k programs in the rated license process where the More at Four classroom is not selected as a part of the classroom sample.

A “More at Four Only” assessment does not impact the star rating of a child care/pre-k program.

- b. **“NC Rated License and More at Four Assessment”** – An assessment that is requested by More at Four State Program and the child care center or public school pre-k program is scheduled for a rated license assessment.
- 1) When the More at Four Classroom(s) is selected as a part of the random sample of classrooms that will be assessed during the DCD rated license assessment visit, the score results are reported to the More at Four State Program and the Division of Child Development. The classroom(s) scores will be used as part of the DCD rated license assessment.
 - 2) During a “DCD Rated License” assessment visit, if the More at Four classroom is not selected as a part of the rated license assessment, the NCRLAP assessors will complete the More at Four ECERS-R assessment at another scheduled time. NCRLAP staff will schedule the day and time of the visit with the site administrator (center director or school principal). The results of the assessment of the More at Four classroom(s) will not impact the program’s rated license.
 - 3) More at Four classrooms that were previously assessed for More at Four purposes (“More at Four Only Assessment”) that are part of programs that later request a rated license assessment, will be included in the random selection process and may be selected for the rated license evaluation. If a More at Four classroom is selected, the later score will be used as part of the facility’s rated license assessment. This procedure fosters consistency across programs and helps ensure that a program’s global quality score is based on assessments conducted during the same period.

3. Scheduling Assessments

- a. More at Four classrooms will be scheduled for an ECERS-R assessment either as a part of the “Division of Child Development (DCD) Rated License Assessment” visit or as a separate “More at Four Only” visit (See item 2. a. and b.).

- b. NCRLAP scheduling staff will contact the program site administrator (e.g., center director or school principal) to schedule the classroom(s) for the More at Four ECERS-R assessment. **Visits may be scheduled within 3 to 5 days of the initial contact. It is expected that programs will accept the earliest assessment date available.** Once the visit is scheduled, the site administrator receives a **packet of instructions (See Attachment B – NCRLAP Guide to MAF Only ECERS-R)** explaining how the visit will be conducted and results reported. It is important for the administrator to pass the information packet to the classroom teacher so that he/she will be prepared for the assessment process. Exceptions to the scheduling procedure will be made on a case-by-case basis.
- c. The ECERS-R assessment is based on the length of the day that children are served, and is not limited to only the 6 – 6 ½ hour More at Four day. Therefore, a program’s operating hours are considered to be the earliest time that a child is allowed to arrive at the facility in the morning and the latest time that a child is allowed to stay in the facility at the end of the day. Ratings are based on observations of children in both indoor and outdoor environments. All spaces occupied by children for meals or other activities including early morning or afternoon care that may occur outside of the classroom are considered.
- d. Following the observation is a teacher interview. During this time the site administrator will be asked to have an alternate staff member available to allow the teacher to leave the room for approximately 45 minutes. The assessors will ask questions to complete scoring of the rating scale regarding various activities and materials, and will also verify children’s experiences during the early morning and late afternoon times that are typically not observed.

4. Conducting Assessments

- a. NCRLAP assessors complete the ECERS-R assessment and submit the Assessment Report (AR) to the NCRLAP More at Four ECERS-R Coordinator. All results, whether the More at Four assessment was completed for the “DCD Rated License” or “More at Four Only,” are forwarded to the More at Four State Program for review and dissemination to the local More at Four Contract Administrators and Program Contacts.
- b. The NCRLAP also sends results to DCD when the assessment was conducted as a part of the DCD Rated License process.

5. Reporting Results to Local More at Four Site Administrators and Teaching Staff

- a. Within four weeks the More at Four State Program sends (via electronic transmission) the Assessment Report (AR) to the More at Four County Contract Administrator and Program Contact, **not** to the More at Four site administrators or classroom teachers.
- b. Within five business days of receipt of the AR, the local More at Four Contract Administrator should forward the AR results to the More at Four site administrator and classroom teacher **and** also schedule a meeting to discuss the results and follow-up as specified in the instructions from the More at Four State Program. These meetings may also include a More at Four State Program Consultant (**See Attachment C**). Instructions from the More at Four State Program will specify one of the following actions:
 - 1) More at Four classrooms scoring **at least the minimum 4.5 program standard or higher (2006-2007)** should work to increase their scores and maintain the quality of their classrooms. (**Note: Beginning SFY 2007-2008, classrooms must score at least a 5.0 on any ECERS-R assessment.**)
 - 2) More at Four classrooms scoring **less than the minimum 4.5 program standard (SFY 2005-2006 and 5.0 for SFY 2007-2008)** on the initial classroom assessment

- must complete and submit an **Enhancement Plan (See Attachment D)** to the More at Four State Program. Classrooms will be scheduled for a reassessment.
- 3) More at four classrooms may be exempt from the enhancement/intervention plan requirements if the teacher or classroom site has changed since the ECERS-R assessment occurred. However, such classrooms would be subject to a new assessment.
 - c. DCD Child Care Licensing Consultants hand-deliver the Assessment Report to the site administrator, which will include rating scores for the More at Four classrooms (See 2. b. 1.).

6. Additional Assessments by More at Four

- a. More at Four classrooms scoring **less than the 4.5 program standard** on re-assessment must submit an **Intervention Plan (See Attachment E)**. More at Four state program consultants will work with the local More at Four county contract administrator and/or program contact to develop and implement the **Intervention Plan**. These classrooms will be reassessed.
- b. More at Four classrooms receiving more than two ECERS-R assessments **less than the 4.5 minimum program standard (SFY 2005-06 and 5.0 SFY 2007-08)** may be in jeopardy of receiving More at Four funds.
- c. More at Four classrooms may be exempt from the enhancement/intervention plan requirements if the teacher or classroom site has changed since the ECERS-R assessment occurred. However, such classrooms would be subject to a new assessment.
- d. **More at Four classrooms experiencing high staff turnover may be subject to an additional ECERS-R assessment for monitoring and technical assistance purposes.**

7. Grieving ECERS-R Results

- a. Questions about “More at Four Only” assessment results may be submitted in writing to the Office of School Readiness, Policy Section to the attention of Cindy Wheeler.
- b. Assessments completed as a part of the Division of Child Development’s rated license process will follow the Division’s established grievance procedure.

8. Questions

More at Four Contract Administrators and Program Contacts should contact Cindy Wheeler, OSR Policy Section, at 919.981.5382 or cindy.wheeler@ncmail.net for assistance with the More at Four assessment process.

Division of Child Development staff should contact Kay Lowrance, DCD Regulatory Section, at 919.662.4499 or kay.lowrance@ncmail.net for assistance with the More at Four assessment process.

9. Scheduling NCRLAP Technical Assistance Session

Common Hurdles is a NCRLAP two-hour presentation that local groups may request for More at Four providers. Contact Nicole Wyrick, NCRLAP Training Coordinator, at 336.315.7723 to schedule a session.